

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Laura Farr Block #: 1
2. For what project did you make your digital story? MEL Presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? The MEL components and how they should be used in the classroom.
4. What type of story are you telling? Melodrama
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
<https://docs.google.com/a/maine.edu/viewer?a=v&pid=gmail&attid=0.1&thid=141283d1cce00a4a&mt=application/msword&url=https://mail.google.com/mail/u/0/?ui%3D2%26ik%3Ddeebc78865%26view%3Datt%26th%3D141283d1cce00a4a%26attid%3D0.1%26disp%3Dsafe%26zw&sig=AHIEtbQrVwObsvrPLyA-8mjs5bQvCSC2Ag>
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
For this particular project the only other product we could have created was a comic. The digital story was not something we had to include but we decided to do so.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) Creating a digital story allows students to become engaged with the characters. However, digital stories tend to take a lot of time both to create but also to come up with an idea. The great thing about comics is that it is a pretty quick thing to create while using Comic Life. The only downside is there isn't a lot of creativity that can be put into a comic as compared to a digital story.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i>	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i>	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i>
Provocation: the initial cause for setting action into motion – jealousy or greed forces an evil character to plan an offence.	The angry principal was the cause of the school collapsing. The MEL Cowboy then came in and saved the day.	This element created a problem, which needed to be taken care of. Without this part, we wouldn’t have had a story at all.
Pangs: the consequential sufferings of the good and innocent characters who are caught up in the evil plot.	In our story, the students and teachers are the innocent characters who suffered because of the evil principal.	This was also a key element of the major problem and why the MEL Cowboy even came to the school. Because the teachers had been told to basically be unresponsive to their students, the school was suffering. This element gave the MEL Cowboy something to fix.
Penalty: in a last minute twist of fate, the wicked character has their plans foiled and receives a punishment for his/her evil actions	The MEL Cowboy came in and started promoting and sharing the ideas of MEL. The principal was kicked out by the cowboy’s noble steed/sidekick.	This part helped to show that something needed to be done about the way the principal was running the school.
A hero. Handsome, strong, brave, honest and reliable. Status: Middle class or higher	The MEL Cowboy.	In our story it was necessary to have a hero because without one there would have been no resolution to the conflict.
A villain. Cunning, without morals, dishonest, cruel and evil. Status: Middle class or higher	The principal.	Having a villain was needed in order to create a conflict.

Exaggeration: This acting style requires strong facial expressions, large movements and gestures, and clear and well-projected delivery of lines. Melodrama actors concentrated more on showing emotions rather than feeling them. Actor also over emphasized words or syllables they thought important to their character.	The movements Ashton made when entering a scene and when addressing the teacher of the class was exaggerated.	By having exaggerated movements, we were able to capture the western feel we were going for. Also by exaggerating movements, it helped draw the audience's attention to the issue and also to the resolution.
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